Distance Learning Protocol

Hybrid Learning Protocol

Corpus Christi School

2020- 2021

Table of Contents

Overview of Distance Learning Protocols Manual

Actions and approach Corpus Christi School will take in the event of an extended school closure.

➤ The student day will be a shortened day, however, staff will be working a full day to support student distance learning. The student day would be planned for:

a.   1.5 hours per day for PreK
b.   4 hours per day for Kindergarten to Grade 8

➤ The faculty work day will be generally the same scheduled hours worked during typical school days. All staff that are expected to work will be available by email or other form of acceptable electronic communication to support students who are working on learning assignments, assist families, or reply to questions or requests. Throughout Distance Learning, faculty will be afforded flexibility in scheduling their day to accommodate personal circumstances, while still fulfilling their job requirements and meeting individual student needs. Students and families will also be afforded the same flexibility. Faculty members should have discussions with the principal should they have any questions about their work day.

➤ All students enrolled in Corpus Christi School are expected to participate in distance learning. If a student or a family has a particular barrier that makes distance learning challenging, school staff will work with this family to personalize the approach to ensure that the student has access to the curriculum. If possible, given the emergency, alternative plans should be developed for students who do not have internet access. This could include assignments and projects that are printed and mailed to students' homes. Teachers/staff can work with administrators to print out this information to mail.

➤ When planning instruction, the faculty will use creative and innovative ideas to engage students while also keeping in mind limited resources.
   o There are many creative and innovative ideas for distance learning. Unfortunately, during a time of emergency, resources (time, funds, personnel, etc.), and support to implement new software or to try new ideas may be limited.

➤ Flexibility is key! During emergency situations, the Governor's Office and the Town of Wethersfield will provide ongoing guidance. Flexibility in our thinking and our work must exist as modifications to our decisions and structure may occur as guidance is provided.

➤ Faculty may need to use their personal phone and/or device to complete work-related activities. If faculty uses their personal phone dialing *67 prior to dialing the number blocks the personal number. This prevents the person being called from being able to call back or see a phone number.

➤ Corpus Christi School may implement Distance Learning under a range of extenuating circumstances. For example, in the event of a natural disaster such as a blizzard or tornado, a number of days may pass before conditions have stabilized to the point that the implementation of Distance Learning is appropriate.

➤ If Corpus Christi School is closed and Distance Learning is implemented, the Principal will send an email both parents and faculty/staff making this announcement and delineating a timeline for implementation. An exact date will be designated when Distance Learning would begin for students. The decision to reopen Corpus Christi School for instruction will be made based on recommendations from local and state authorities.

Distance Learning Approach

Corpus Christi School's approach to Distance Learning begins with the understanding that the learning experiences that teachers design when school is in regular session cannot simply be replicated through distance learning. The curriculum was not designed to be taught remotely. One key element that is missing is the invaluable social interactions that occur naturally among students and between teachers and students cannot be recreated in the same way. Consequently, teachers must find new methods for providing timely and specific feedback to support student growth and learning. Accordingly, the Distance Learning Plan provides guidelines and insights about how the faculty can leverage digital and experiential learning in ways that bring curriculum to life. The goal is for students to read, communicate, and engage in authentic learning experiences, while continuing to be physically active.

➢ **Google Classroom & Seesaw** - To ensure consistency and equity across grade levels, facilitate collaboration between teachers, and better support our families, teachers in grades PreK- 3 will be required to use Seesaw and in grades 4-8, Google Classroom to create, distribute, and grade/give feedback on assignments in a paperless way.

➢ **Daily Live Google Meets** - Asynchronous learning will still occur, however, we want to continue to emphasize building strong relationships with students. Teachers are expected to have daily Google Meets. Grade level specifics can be found later in this document in grade level sections.

1. If students do not have a verified absence, students are expected to attend scheduled Google Meets.
2. Students may have legitimate reasons (work, health, childcare for siblings, caring for sick family members, funeral, etc) as to why they cannot attend Google Meets. These students would be excused from the Google Meets.

➢ **Start the year with a focus on social emotional skills, building routines, setting expectations and getting to know your students -** Regardless of whether we are in physical school buildings or still engaging in Distance Learning, the start of the 2020-2021 school year will look different for everyone.
1. Get to know your students, truly get to know your students and their families. Spend the time having them share information with you in fun and interactive ways that also allow them to demonstrate their academic skills. For example, when you start a new year "in schools", lessons/assignments/projects can be designed where students share information about themselves, their families, and their lives.
2. Focus on developing routines and expectations (either in school or in DL) - students want predictability (especially during a crisis). For example, predictable schedules, Google Meet times, communication protocols, etc. help establish routines and expectations.
3. Focus on student's social and emotional health - students may need help with social interactions, executive functioning, regulating their emotions, overcoming trauma, transitioning from quarantine, etc. Teachers should look for opportunities to create student partnerships
4. Start slowly - Students will be transitioning into new routines. Remember start slowly, work collaboratively to develop group norms, and stay positive.

- **Focus on Formative Assessment** - In addition to summer learning loss, students may also have Distance Learning loss. Focus on formative assessments. Know your students' academic skills. Focus on skill-based formative assessments.
    - Faculty must understand each student's academic skill level and their family's unique situation. We must meet students and families where they are at and help promote learning engagement in ways that respect each student's unique situation.
    - Provide differentiated instruction so ALL students in the class can access the lesson independently. If students are frustrated, they are likely to not persevere through lessons in an asynchronous learning environment. It is important that all types of learners have access and different entry points into the provided lessons.
    - Break lessons down into small parts and start small. Successful learning engagement grows more success.
    - Formative assessment should be used to adjust teaching practices to meet individual student needs.

- **Focus on the Learners** in your Class…..Don't Focus on "In the Past" - Embrace and live in the land of change. Instead of focusing on what you used to teach and how you taught it….focus on the learners in your class. Identify their strengths (celebrate what they can do), and teach them new skills so they can demonstrate growth. The pacing of the unit or a particular lesson that you used last fall may not be appropriate this year - that is expected!
    - Focus on what you can impact and what you can control. Avoid dwelling on the past and what you can't control.

Technology Systems to Support Distance Learning

Students in Grades PreK-Grade 3: Seesaw will continue to be the platform used by teachers. This platform is designed to engage students in learning (creating content, sharing feedback, etc.).

Students in Grades 4-8: G Suite for Education Accounts (Gmail, Docs, Classroom, Meet, etc.) will continue to be the platform used by teachers. For video conferencing in small or large groups, teachers will use Google Meet.

Google Classroom will be the primary platform for distributing and collecting assignments and providing feedback. This common platform will ensure consistency for students and parents, especially for families who have students in multiple grades. Exceptions will be made to support individual students' needs.

Technology Platforms during Distance Learning

Platform Name	Purpose	Grade Usage
G Suite for Education Accounts (Docs, sheets, slides, email, meets, forms, classroom, etc)	Multi-purpose	All Staff and students in Grade 4-8 at Corpus Christi School
Brainpop, Brainpop Jr, BrainPOP Español	Learning, Assessments, and fun!	All students and staff at Corpus Christi School
IXL Math	Practice Math Skills	All students and staff at Corpus Christi School in grade K-8
IXL Language Arts	Practice Language Art Skills	All Students & Teachers in Grades 5-8
Kami	Edit PDF	All Students & Teachers in Grades 5-8
Loom Pro	Record Videos	All Staff at Corpus Christi School
EpicBooks https://www.getepic.com/	Reading Books online	Grades K-4
Lexia	Help increase reading and comprehension skills	Grades 1-4
Aww Board App https://awwapp.com/#	Whiteboard application	All Students & Teachers in Grades PreK-8
Prodigy https://www.prodigygame.com/	Practice Math skills learned	Grade 1-8
Notepad on smartphone	Scan documents with camera on phone	All staff
Seesaw	Platform for interacting with students	Preschool to Grade 3
Microsoft Paint	Tool to Edit graphic files	All Staff
Chromebooks, Chargers, Case	Physical computer device	Available for Grades 5-8
GoGuardian	Manage School issued Chromebook	Any school issued chromebook.

Distance Learning Expectations

Teacher/Staff Guidelines

The transition to distance learning will not be simple. Teachers and staff will need to think differently about how to communicate, give instruction, provide feedback, assess learning, how to design lessons and assignments that are authentic and meaningful and focused on key concepts and ideas, and how to ensure students continue to collaborate and communicate with one another. Staff may also be dealing with their own personal stressors and will need to think about how to manage their personal and family obligations at the same time. The following guidelines are intended to help teachers and staff reflect on challenges they'll confront in shifting to distance learning.

1. **Maintaining Relationships**
   In the event of a crisis that leads to implementation of Distance Learning, students, staff and families may be stressed or worried. Some students may become caregivers during this time period. Before diving into curriculum, teachers will take the time to assess their students' mental, physical, and emotional wellbeing. *How are they doing? How are their families?* Teachers should check in with their students as long as Distance Learning is in place. Similar to when classes are in the school building, if teachers are concerned about students, they should reach out to administration. Before beginning the curriculum, check in with students and/or families. Consider the following questions for students: What are some challenges you are experiencing right now? How do you feel about distance learning? What are some barriers that you expect to face as an independent learner, etc.?

2. **Evaluate students' conditions for distance learning**
   While most students will have reliable online access at home and the necessary devices to shift to distance learning, others will not. Teachers will consider that each family's circumstances will vary and they should avoid assumptions about limitations or restrictions students are facing. Teachers will open a dialogue with families and avoid assumptions that all students' circumstances are the same. There may be a situation where lesson plans need to be communicated via phone to families. Staff will need to find innovative ways to provide individualized lessons when students do not have online access.

3. **Stick with the familiar**
   Teachers will continue using existing communication channels and familiar learning platforms (described in the chart above) especially in the first weeks after transitioning to Distance Learning. In other words, teachers will stick with those tools and routines that are familiar to their students! Teachers will remember that while many students will thrive with distance learning, others will struggle. All online platforms that teachers suggest for student use must be approved by Administration.

4. **Less is more**
   Should Distance Learning be implemented, one challenge confronting teachers will be how to best streamline content and elevate the most essential learning for students. In other words, teachers will take a *less-is-more* perspective, including the pacing of lessons and assignments. It could also be hard to know exactly how long school closure might last, which makes longer-term planning difficult.

5. **Seize the moment; embrace new opportunities and possibilities for students**
Years or decades from now, how will students remember the emergency that resulted in school closure? While distance learning should attempt to bring some normalcy and routine to students' lives, teachers shouldn't ignore the opportunities resulting from school closure either. Teachers might require students to keep a daily journal or diary for the duration of the crisis. Personal journaling and/or other creative writing assignments could help students process their thoughts, worries, and emotions, particularly in times of crisis. Students might use other media as well, including video, drawing, painting, and music. Moreover, the crisis might also provide other real-life opportunities to study scientific phenomena associated with the crisis, how the media is reporting the incident, how governments are responding, and many other opportunities to seize the moment and design new learning cross-disciplinary learning experiences for our students.

6. **Provide space for personalized learning**
Distance learning can provide opportunities for students to personalize what, how, and when they learn. Teachers should work with students to develop personalized schedules to help them manage the demands of asynchronous learning assignments and improve their executive functioning and organizational skills. Distance learning can also provide students with the opportunity to learn at different paces (e.g. Khan Academy). One size does not fit all. Teachers must give themselves the permission to modify what students learn, how students learn new skills, and how students demonstrate learning.

7. **Designers of experience; facilitators of learning**
In shifting to distance learning, it is especially important for teachers to think of themselves as designers of experiences and facilitators of learning (as opposed to distributors of knowledge). This is a great opportunity to shift teacher instruction from the "Sage on the Stage" model to the "Guide on the Side" model. Teachers across grade levels are encouraged to work collaboratively in developing Distance Learning lessons. Distance learning places a premium on a teacher's ability to think more deeply about how to introduce content, design experiences, and coach students with thoughtful, specific feedback. Teachers would establish conditions where students have a clear sense of purpose, opportunities to express themselves, and experiences that allow them to work toward mastery. This will help students stay motivated and engaged in learning, even when they are not physically at school.

8. **Design asynchronous learning experiences**
When school is closed, teachers can still connect to students asynchronously. Asynchronous learning is a differentiation practice designed to help address the unique needs of individual students during this complex and challenging time. For example, teachers can use familiar learning platforms, discussion forums, or technology platforms* to allow for student responses and dialogue during a set time period, knowing that students might not all be online at the same exact time. Minilessons/introduction of new skills and concepts will be provided to students through an asynchronous platform to ensure that all students have access to these lessons.

*Listed in "Technology Learning Platforms" section in this document.

9. **Design synchronous learning experiences**
When it comes to student engagement and learning, relationships matter as much online as they do in person. If school is closed, students might gather for synchronous learning times via video conferencing using Google Meets. Collaboration remains important and there are many ways teachers can foster it through synchronous learning. Students will be required to attend scheduled Google Meets unless they have a verified absence. If students are available, they should attend, however, teachers cannot penalize students who are ill, taking care of siblings, or taking care of an ill family member, etc. for not attending

Google Meets. It is important that multiple opportunities for engagement are offered to ensure equity of educational opportunity.

10. **Think differently about assessment**
    Assessment is one of the most challenging adjustments for teachers during distance learning. Distance learning should be seen as an opportunity for students, individually or collaboratively, to complete writing assignments, design infographics, make video presentations, or complete oral assessments via video chat. Teachers are encouraged to think differently about the end goal instead of forcing a traditional assessment method that doesn't fit distance learning. Thinking differently about assessment will positively influence the experience for students, leverage the strengths of distance learning, and prevent frustration on the when traditional methods do not work.

11. **Collaborate, Collaborate, Collaborate!**
    Planning often takes longer when preparing instruction and materials for Distance Learning. Make sure to collaborate with your grade level or content area colleagues to share lesson resources, divide the workload, or to share lessons/videos. Collaborative planning and content creation allow teachers to focus most of their time and efforts on providing students with targeted feedback and moving them along a progression of learning.

12. **Students should have both on- and off-screen learning activities designed to engage them in experiences that connect to current curriculum**
    Depending on the length of time the Distance Learning Plan will be implemented, it will be important to find a balance between on-screen and off-screen activities. Staff should remember that every student has access to different resources and materials at home.

13. **Posting Lessons in a Predictable Way**
    Teachers will schedule their posts in Seesaw/Google Classroom to be scheduled to post by 8:00 am for students/parents to access.

*Both Google Classroom and Seesaw allow teachers to schedule posts in advance so teachers may choose to prepare instructional materials at a time that is most convenient for them.
**A teacher may make different arrangements and communicate a predictable pattern of posting lessons with students and families.
*** It is recommended that teachers consolidate the day's lessons, activities, and/or assessments in one place. This predictable and consistent structure will support students - especially those with executive functioning weaknesses - and will help parents to stay organized. Teachers should work with students to teach them how to use Google Classroom and G Suite for Education Accounts and Applications to keep themselves organized as a learner.

Students and Families Guidelines

The transition to distance learning may be challenging for students and families. Students and families will need to think differently about how to best support their learning, how to create structures and routines that foster success, and how to monitor and support growth. Some students will thrive with distance learning, while others may struggle. The guidelines provided below are intended to help students and families think about what they could do to find success in a distance learning environment.

1. **Establish routines and expectations**
   From the first day Corpus Christi School implements its Distance Learning Plan, students and families should do their best to establish routines and expectations for continued learning. Corpus Christi School encourages students and families to establish times to complete school work and keep routines as normal as possible. Students should move regularly and take breaks as they complete work.

2. **Define the physical space for learning**
   If possible, Corpus Christi School encourages students and families to establish a space/location where students can learn best. Create or identify a comfortable, quiet space in your home where students can work effectively and successfully without interruption.

3. **Monitor communications from teachers**
   During distance learning, the home/school connection continues to be of utmost importance. In the event of an extended closure, teachers will communicate with students and families primarily through email, Seesaw, and/or Google Classroom.
   Corpus Christi School encourages students and families to reach out to their teachers with any questions or concerns. Corpus Christi School also encourages students and families to have conversations about the various learning platforms (e.g. Seesaw, Google Docs, Google Classroom, Kami, etc.) students are familiar with, and are being utilized in the classroom.

4. **Begin and end each day with a check-in**
   If possible, students and families should discuss what they'll be learning. During this conversation, they might identify goals, discuss how they will spend and manage their time, determine what resources they require, and plan for any support they may need. This brief grounding conversation matters. It allows students to process the instruction that has been/will be shared. It helps to stay organized and set priorities. In a distance learning environment; some students may struggle with too much independence or lack of structure. These check-in routines would support students' success.

5. **Actively and collaboratively work to process learning**
   We learn best when we have opportunities to process our learning with others. Beyond the check-ins recommended at the start and end of each day, students and families should regularly engage in discussion about what they're learning. However, it's important that students complete their own work. Parents/guardians shouldn't complete assignments even when students are struggling. Students should continue to complete assignments with integrity and academic honesty. Students should do their best to meet timelines, commitments, and due dates. Communicate proactively with teachers if you cannot meet deadlines or require additional support; proactively seek out and communicate with other adults at Corpus Christi School as different needs arise.

6. **Establish times for quiet and reflection**
   A huge challenge for families with multiple children involves how to manage all their children's needs, especially when those children may be different ages and have different needs. There may be times when siblings would need to work in different rooms to avoid distraction. Families may even experiment with noise-cancelling headphones (no music necessary!) to block out distractions.

7. **Encourage physical activity and/or exercise**
   Remember to move and exercise! This is vitally important to health, well-being, and learning. Corpus Christi School's physical education teachers will recommend activities or exercises, but it is important for families to model and encourage exercise!

8. **Remain mindful of potential stress or worry**
   One thing is for certain: Corpus Christi School will only implement this Distance Learning Plan if a serious emergency has occurred. Should this happen, it is imperative for students and families to help manage the worry, anxiety, and range of emotions they may experience. Difficult though it may be, parents/guardians should do their best not to transfer their stress or worry to their children. Students feel anxious, whether they admit it or not, and need as much normal routine as families can provide. Families and staff can work together to help students who may be feeling stressed or anxious.

9. **Monitor how much time is being spent online**
   Corpus Christi School does not intend for students to be staring at a computer screen for 7-8 hours a day. Students in grades K-8 should have approximately four hours of work each school day. Teachers will periodically check in to assess and receive feedback about what you may be seeing at home and what may need to be adjusted. Corpus Christi School thanks you in advance for your patience and partnership!

10. **Stay social, but set rules around social media interactions**
    Should Corpus Christi School implement this Distance Learning Plan, the initial excitement of school being closed would fade quickly as students start missing their friends, classmates, and teachers. During widespread emergency situations, reports of online exploitation of children often increase. We encourage parents/guardians to monitor social media use and talk with their children about internet safety, especially during an extended school closure. Visit https://www.commonsensemedia.org/privacy-and-internet-safety for resources for families.

11. **School Expectations Regarding Distance Learning**
    Although distance learning occurs outside the classroom, school rules and expectations still apply. Disciplinary actions will be taken by administrations if students violate school rules and/or technology Acceptable Use Policy. Go Guardian will continue to be used to monitor student activity.

Social Emotional Learning (SEL) Resources

The COVID-19 pandemic has impacted all of us at Corpus Christi School as well as the rest of the world. Schools and businesses have been shut down for months, people have been quarantined in their homes, and many have been stricken with the coronavirus. Each of us has been impacted in a different way, including the illness or death of those closest to us, difficulty finding appropriate food or shelter, the loss of jobs, and/or financial instability. This has been, and continues to be, a traumatic event for both children and adults. As we enter the 2020-21 school year, staff will focus on SEL to facilitate integration of students back into the classrooms and ensure that they are socially/emotionally healthy. We achieve this by creating an emotionally and physically safe, supportive, and engaging learning environment that promotes all students' and adults' social and emotional development while continuing to use data as an opportunity to deepen relationships and continuously improve support for students, families, and staff.

As we move forward into the 2020-21 school year, there are four domains that are threaded through our conversations, engagement and practice.
- ➢ Empathy = Compassion and Understanding
- ➢ Building Relationships with students, families and our own colleagues
- ➢ Advocacy
- ➢ Growth Mindset

These four domains will remain consistent and necessary areas of focus in planning and providing the support of our students' families and staff.

In a recent document published by CASEL (Collaborative for Academic, Social, and Emotional Learning), experts discussed the importance of the focus on social/emotional learning:

"While much uncertainty surrounds how and when school will reopen, we know that social and emotional learning (SEL) will be critical to re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. This unprecedented shift to a new type of learning experience may have a lasting and profound impact on young people's academic, social, emotional, and life outcomes. School leaders will need to bring together administrators, teachers, school staff, families, youth, and community partners to co-create supportive learning environments where all students and adults can enhance their social and emotional competencies, feel a sense of belonging, heal, and thrive."

Grades and Feedback

Just as delivery of instruction looks much different in a distance learning environment, we must also recognize that grading and feedback must look different in light of the extenuating circumstances in which we find ourselves. **Grading must take into account the following variables pertaining to equity amongst our students:**

- Access to internet and access to a charged device
- Asynchronous learning schedules
- Illness of students, parents, siblings, staff, etc.
- Family and student stressors during uncertain times, including mental health
- Each student's individual circumstance, i.e. caring for younger siblings, witnessing sick family members, food insecurity, trauma, financial instability of family
- Students and families grappling with the death of family members and/or friends
- Student's age and ability to work independently
- Amount of support or structures the parents/family/relatives can provide for a student
- Each student's ability to independently complete an assignment - how do we know if the assignment demonstrates a student's independent work without assistance?

It is expected that teachers will provide expectations to students as to when they need to submit assignments via Google Classroom and/or share completed documents, through individual learning platforms, for feedback and or grading. Teachers should keep track of the assignments and the level of participation/work completion for each student. They should then be graded and given credit in a manner consistent with the teacher's existing grading policies. Given that Distance Learning will be implemented only in an emergency situation, teachers must allow students flexibility with the submission of learning tasks.

It is the responsibility of the student to complete the learning task to the best of their ability based on the current surrounding circumstances and return it to the teacher so it can receive credit for completion, feedback, and/or grades. Like in-person school sessions, if a student is ill or unable to participate for a documented reason, the teacher would notify the student of expectations given the individual circumstances.

We must remember that the Distance Leaning Plan will be implemented under an emergency situation. Staff should consider unprecedented circumstances (including family stressors, illness, financial stressors, ability to meet basic needs, etc.) before implementing rigid grading procedures. Flexibility is the key to support distance learning along with supporting individual students and families. This is a new process for everyone!

Ideas for Assessing Student Progress and Providing Feedback

Formative assessment: *Getting to Know Each Learner with a Focus on Formative Assessment.* To achieve this, formative assessment practices must thread throughout the year.

The goal of formative assessment is to monitor student learning in order to drive instruction and provide ongoing feedback to students. As a result, formative assessments are utilized on an ongoing basis. **Formative assessment informs the teacher of where a student lies in relation to a particular standard or skill set. Teachers are able to use formative assessment to determine appropriate next steps for instruction or the level of support required to help the student reach independence.** Often formative assessment will reveal student misconceptions which can then be addressed.

Feedback is most effective when it is timely, specific, and actionable. Fortunately, many of our current digital resources & established distance learning practices make it possible to provide valuable feedback remotely. Consistent with expectations in a typical Corpus Christi School classroom setting, during distance learning, teachers will provide timely feedback to students through available platforms and make every reasonable attempt to make contact with each student to assess progress. Formative assessments will be used to evaluate student learning and identify individual needs.

Please be aware that effective feedback can only be provided if assignments are submitted in a timely fashion.

During distance learning, teachers will provide feedback to students in a variety of different ways such as:
- Use the commenting feature available on SeeSaw, Google Docs and Google Slides, Kami, Google Forms, along with the feedback/grading features available through Google Classroom.
- Provide verbal feedback to students during scheduled 1-on-1 Google Meet (schedule created in advance).
  - Assess skills
  - Discuss progress
  - Review next steps
  - Establish expectations and set next meeting
- Students can submit images of work completed offline on Google Classroom or Seesaw using photos or the camera feature on the Chromebook/iPad and feedback can be provided directly on those platforms, as well
- Written feedback shared via email
- Annotated student work
- Student self- assessment via checklist
- Develop a system of recording feedback: email template, phone conference process, phone log, etc.

Videoconferencing and Privacy

During the period of school closure, Corpus Christi School will be using video conferencing through a variety of software platforms. Student instruction will be provided in a group setting with multiple students participating in the video conference. Student names and video images will be visible to the teacher and other participating students. Parents are encouraged to have their students participate via a location that is quiet and free of distraction, to the extent possible. Other individuals in the home are not permitted to participate in or be visible on the video conference, or otherwise observe the lesson, other than reasonable adult supervision of the student. **Parents, students and staff are prohibited from recording video conferencing sessions with students.**

Hybrid Learning Model

When the need arises during the current pandemic, Corpus Christi School will implement a hybrid model that will allow for some in-person learning accompanied by remote learning experiences. The hybrid model decreases the number of students and staff in the buildings at any given time. It also provides extra opportunities for social distancing and cleaning while decreasing opportunities for coming into contact with the Coronavirus. Below you will find a proposed hybrid model. More details will need to be vetted on a hybrid model, prior to implementation.

The Hybrid Learning Model combines Distance Learning with some in school instruction. Corpus Christi School would move to a Group A / Group B schedule where 50% of each class would report to school for two days in a row. Wednesdays would be on-line learning days for all students and staff to allow for deeper cleaning to occur in between cohorts switching to in-person learning. On Wednesdays, all staff members would work from home to help allow for a deeper cleaning to take place. On Thursdays and Fridays, Group B from each classroom would report to school for in person instruction. This will significantly reduce the number of students in the classrooms at any given time. When students are not designated to be physically in the building they will be engaged in on-line learning.

Or

The Hybrid Learning Model combines Distance Learning with some in school instruction. We will implement a schedule that alternates two cohorts in order to decrease class sizes to approximately half on any given day. This model will also provide adequate time to disinfect the school in-between the two cohorts. Flexibility of scheduling will be maintained to ensure that siblings attend school on the same day.